

South Carolina School for the Deaf and the Blind

REVISED

Annual Accountability Report Fiscal Year 1999-2000

Shelia S. Breitweiser, Ed.D. President, SCSDB

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October 18, 2000

Mr. Les Boles
Office of State Budget
1122 Lady St., 12th floor
Columbia, SC 29201

Dear Mr. Boles;

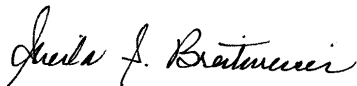
Enclosed is the South Carolina School for the Deaf and the Blind's Accountability Report for FY 1999-2000. The SCSDB Board of Commissioners, the school president and senior management staff determined the outcome measures in this report. Initially they determined the overall agency mission and identified the process for developing the strategic. The Board adopted the final plan in July 2000.

The process for developing the strategic plan involved surveys of staff and parents, as well as obtaining input from Focus Groups. Focus groups included staff, parents, board members, alumni and other related stakeholders. The strategic plan that resulted is very comprehensive. Implementation of the plan would require that priorities be established. These priorities are being translated into annual goal statements. The agency's senior management staff has developed annual goal statements. These statements have been included in the "Description of Programs or Key Results Section of our accountability report.

Human development, particularly in children with sensory disabilities, cannot be adequately quantified within a twelve-month period. The child who enters SCSDB today-withdrawn and fearful-becomes confident and skilled enough to perform a rendition of the National Anthem at a televised NFL game. How is that individual progress measured and what value do we assign to this individual growth and development? In an effort to give the reader a greater appreciation for our day-to-day activities this report attempts to capture some of the successes and achievements that directly contribute to the successful accomplishment of this agency's mission - the individual successes of people with sensory disabilities

If you have questions concerning the information submitted, please call me at (864) 577-7500.

Respectfully submitted,



Dr. Sheila Breitweiser
President, SCSDB
Enclosures

Executive Summary

The SC School for the Deaf and Blind share the vision of the Governor for the future of South Carolina. With our limited resources our stated goal is to insure our students reach their greatest potential, thus enhancing the quality of life of all of South Carolina's citizens. The school provides a good education that can be enhanced tremendously with proper resources. The SCSDB strategic plan identifies post-school outcomes for students who are deaf, blind, or multihandicapped. Among these outcomes is competitive employment, which enables students to become productive tax-paying citizens. The attached list of accomplishments attest to our ability to take our limited resources and produce results oriented outcome.

As an ongoing part of our accountability we are continuing to develop key performances measures that will tie to our strategic goals and objectives and provide management the data to make timely decision to steer our course. SCSDB will successfully meet proposed report card standards, absolute and improvement performance rulings, as mandated by the Educational Accountability Act.

Our accountability report provides us with insight into our results with an eye on what needs improvement and what resources are needed to reach our goal of all students successfully completing their Individualized Education Program (IEP) and be successfully placed within one year of graduation. A lofty goal that is attainable given the resources.

We have attempted to condense the agency's numerous and diverse programs, services and activities into divisions. As our organizational structure is finalized, we will continue to establish program performance measures in more areas of the school to further empower managers to conduct business and make sound management decisions. Funds are being requested throughout the budget process to support the expansion/enhancement of the various programs applicable to our accountability requirements. Without these funds, it will be almost impossible for SCSDB to achieve their full potential in meeting of goals as required by federal law and state regulations (such as the EAA and state accountability standards).

The essential measure used for Educational Programs reflects the percentage of students achieving the goals identified in their individualized educational plans (IEP). The key measures used for Outreach Services are the number of additional families with young children receiving services.

Our budget request submitted the first of the month addresses our need for resources that not only address accountability categories but our over all strategic goal to include a safe and accessible environment for our students. All or our requests are necessities in order to achieve our

measure of helping our students meet their IEP goals, improving their independent living skills, increasing their social participation and ultimately becoming citizens that are more productive. The following matrix relates our accountability and budget requests.

<u>Budget Request FY01-02</u>	<u>Accountability Category</u>	<u>Amount Requested</u>	<u>Expected Accountability Results</u>
Extended School Year	Customer and Market Focus	830,602	Increased student achievement Mastery of IEP Goals and Objectives Successful meeting of report card standards.
Assistive Technology	Leadership Strategic Planning Customer and Market Focus Information and Analysis	939,498	Mastery of IEP Goals and Objectives
Staff Training and Development	Leadership Strategic Planning Human Resource Focus	410,672	Teacher Certification Staff Training
Classroom Refurbishment & Equipment	Strategic Planning Customer and Market Focus	828,616	IEP goals Safe Environment
Safety/Accessibility Needs - ADA	Strategic Planning Customer and Market Focus Human Resource Focus	1,479,123	Accessibility and ADA Requirements Enhanced learning environment meet Customer expectations and needs
Teacher Assistant Career Development	Leadership Customer and Market Focus Human Resource Focus	108,726	Safe Environment Employee Retention
Adult Student Assistance Based on Need	Strategic Planning Customer and Market Focus Human Resource Focus	100,000	Higher Education/Job Placement
Annual Employee Retirement Payout	Human Resource Focus	187,756	
Campus Beautification	Strategic Planning Customer and Market Focus Human Resource Focus	210,000	Safe Environment Appealing Learning Atmosphere
Early Intervention Program	Strategic Planning Customer and Market Focus Human Resource Focus	400,000	Identifies Children Early for assistance and preschool readiness.
Contracted Services Increase	Business Results	102,200	
New Management Information System	Leadership Strategic Planning Information and Analysis Human Resource Focus Process Management Business Results	75,000	Timely information Accurate Costs Analysis Timely Decisions Accountability to Manager Level Eliminate Audit Concerns
Pioneer Ridge Operation Support	Strategic Planning Customer and Market Focus	378,300	Special Student Population

Business Results

Infrastructure Replacement & Renovations	Strategic Planning Customer and Market Focus Business Results	4,416,410	Safe Environment Appealing Learning Atmosphere Reduce Maintenance Costs
Elevated Breezeways and Walkways	Strategic Planning Customer and Market Focus Business Results	688,230	Safe Environment Appealing Learning Atmosphere Reduce Maintenance Costs ADA Requirements / meet customer needs and expectations
Herbert Center Renovation	Strategic Planning Customer and Market Focus Business Results	5,908,220	Safe Environment Appealing Learning Atmosphere Reduce Maintenance Costs ADA Requirements / meet customer needs and expectations
Hughston Hall Replacement	Strategic Planning Customer and Market Focus Business Results	282,400	Safe Environment Appealing Learning Atmosphere Reduce Maintenance Costs ADA Requirements / meet customer needs and expectations
TOTAL		<u>17,345,753</u>	

The agency works collaboratively with a host of other agencies and school districts. Some of those agencies and collaborative efforts include but are not limited to: Department of Mental Health, Department of Disabilities and Special Needs, Department of Social Services, Commission for the Blind, Vocational Rehabilitation, Spartanburg Technical College, Department of Education, School Districts across the state and other South Carolina special schools enjoying successful mainstream program with local school districts.

MISSION STATEMENT
***THE SOUTH CAROLINA SCHOOL FOR THE DEAF
AND THE BLIND***

The Mission of the South Carolina School for the Deaf and the Blind, in partnership with families, is to ensure our students reach their greatest potential by providing challenging individualized programs in a safe and accessible environment and to serve as a resource center providing leadership, information and technical assistance to organizations and individuals concerned with services to people with sensory disabilities.

BELIEFS

WE BELIEVE THAT...

Human potential is unlimited.

All creation has worth.

Higher expectations lead to higher results.

Learning is a lifelong process.

The family is the most important element in the life of a human being.

A healthy society balances rights with responsibilities.

Embracing diversity strengthens organizations.

PARAMETERS – “OUR GUIDING LIGHTS”

1. We will always make decisions based on the best interest of the students.
2. We will not sacrifice the safety and security of our students and staff.
3. We will practice participatory decision making at all levels of the organization.

OBJECTIVES

All students will successfully complete their individualized program.

All students will be successfully placed within one year of graduation of the school.

STRATEGIES

1. We will develop and implement a plan that will envision and embrace programmatic changes while focusing on our primary mission.
2. We will ensure the staff has the support and training to teach to learner standards and develop student outcomes that are measurable and clear.
3. We will develop and implement a plan that will enhance relationships with families and agencies and improve public image.

VISION STATEMENT

THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

The vision for the South Carolina School for the Deaf and the Blind is to be an internationally recognized model agency offering highest quality services to people who are sensory disabled, their families and the professionals who serve them.

Leadership System

The agency president, appointed by the SCsDB Board of Commissioners, serves as the CEO. The senior leaders, known as the executive staff, report directly to the president. The executive staff comprises the Vice-President, Principal of the School for the Deaf, Principal of the School for the Blind, Principal of the School for the Multihandicapped, Director of Support and Outreach, Director of Residential Life, Director of Administrative and Physical Support Services, Chief Financial Officer, Executive Director of the Foundation and the Public Information Director. The President, for the last three years had convened the executive staff for a two day, off campus, but local retreat to discern the annual goal statements. Quarterly meetings are held to report progress and discuss barriers to goal achievement. Additionally, the executive staff meets twice monthly; one time to report and discuss issues related to the day-to-day operation of the school. And a second monthly meeting that brings executive staff together to focus their discussion on a theme (such as safety, marketing) to create a vision for future success. Also, monthly managers' meetings are held to discuss issues that impact the agency as a whole. Division Directors convene meetings with their respective departments at their discretion as needed. The SCsDB Board of Commissioners meets quarterly to hear reports from the president, and the executive staff as well as to review and establish policies. Other mechanisms by which the agency's values and expectations are communicated include but are not limited to:

Three agency meetings are held annually with all employees being invited:

- 1) A Back to School "kick-off",
- 2) A mid-year state -of- the- agency address from the president
- 3) An annual employee recognition meeting at the year's end.

Weekly and Monthly Newsletters are published by the President's Office as well as numerous other printed publications. The agency has a Web Site (Home page attached). Also, the President conducts 12 -15 meetings annually where small groups of employees from all departments and all three shifts are randomly selected and invited to an informal discussion with the President.

The above is a brief summary of the leadership system and communication of the agency's values and expectations utilized at SCsDB.

Customer Service and Satisfaction

Development of a strategic plan, as mentioned in the letter of transmittal, led to a survey of parents in 1998-1999 school year. While the survey was conducted in 1999, it has been a basis for the management staff to focus on the expectations of parents. The survey covered six major categories:

- 1) Campus Physical Environment
- 2) Student Achievement
- 3) Support Services
- 4) Student Activities
- 5) Staff
- 6) Parent Involvement

Areas with the lowest ratings in each of these categories are still being addressed. For instance, in the Campus Environment category, condition of facilities additional funding has been requested to reface and comply with necessary policies relevant to our agency. In Student Achievement, availability of equipment and technology additional funding has been requested to obtain computers and technology to enhance student performance. The other parent/family survey resulted in gathering new data to create a parent directory, which gives all SCsDB parents the opportunity to get to know each other and communicate.

In addition, assessing customer satisfaction takes place via informal dialogue on a daily basis between principals, teachers and often the President. Parents are invited to open house at the beginning of the school year and invited to serve on the School Improvement Council, which meets quarterly with staff, faculty and administration. There are numerous other opportunities for parent involvement including parent/teacher/student organizations, town meetings, special interest groups, external programs and volunteer opportunities. Opportunities to address and resolve concerns received better than average ratings from parents in the survey. Since 1998, school safety has not only become a national issue, the dialogue with parent over the last four years indicates that school safety is of utmost importance. SCsDB has recently distributed a follow up parent survey that will be used to monitor progress over the last four years, as well as to ensure programs and services remain focused on customer expectations.

There have also been informal surveys of students that cover a variety of issues. The educational and residential staff has considered the results of the student surveys.

It was learned that a primary concern of students was feeling safe and having a non-disruptive learning environment. Consequently, a revision to the Student Code of Conduct was made that enhances the behavior of students that contributes to an enhanced learning environment.

SCSDB continually tries to focus on customer service to all our constituents. The students, clients and families we serve are our primary customers; hence the above addresses only those three groups.

South Carolina School for the Deaf and the Blind will continue to constantly seek ways to improve the agency for the benefit of the students.

Other Performance Excellence Criteria

SCSDB STRATEGIC PLANNING PROCESS

A comprehensive strategic planning process was established by SCSDB in the fall of 1999. Although this planning process was a direct result of an accountability initiative, SCSDB, from a more global perspective, maintains the commitment to continually recreate itself toward extraordinary purpose. The SCSDB Board of Commissioners, President and senior management staff collectively support the agency's need to create future "cutting edge" initiatives supported by a values driven organization with a clear and concise mission.

Some of the essential components of the strategic planning process at SCSDB include the following:

- **Establishment of District Strategic Planning Team** - this team is comprised of 35-40 SCSDB stakeholders (Staff, Parents, Board Members, Other Agency Representatives, Community Members and Customers). The initial charge of this team was to develop the following components of the plan.
 - Beliefs
 - Mission
 - Parameters
 - Internal Analysis
 - External Analysis
 - Competitive Factors
 - Critical Issues
 - Objectives
 - Strategies
- **Action Teams** were established to determine specific results and action steps for each of the three strategies. Approximately 60-70 stakeholders were involved in this process to include a different representation of staff, parents, agencies, customers, etc. Proposals from these teams were based on research, market studies, customer surveys and cost benefit analyses.
- **Specific results of the Action Teams** were discussed and revised (as appropriate) by the District Strategic Planning Committee.
- **The complete strategic plan** was presented and approved by the SCSDB Board of Commissioners July 2000.
- **With Board approval**, the agency has prioritized strategic initiatives for this year. Implementation of these priorities has begun. Progress with the implementation phase and the agency strategic planning process will be reported to the Board at each of their quarterly meetings. The

strategic process will continue through regular reviews and periodic updates.

Leadership training (via the strategic planning process) has been provided to the agency's senior management staff and key program administrators to include job accountability, completing a creative problem solving process, emphasis upon participatory management and concepts of reflection and delegation as effective leadership tools.

School for the Deaf

Name: School for the Deaf

Cost: State: \$ 922,798
Federal/ Earmarked: \$ 1,117,267
Total: \$2,040,065
FTE: 50.11

Goals: For every Deaf student to develop an independent lifestyle through instruction and training in the following: self-care, daily living skills, communication, cognitive development, motor development, social emotional development, health, safety. To provide assistive technology to help students meet their IEP goals which, is a necessity for deaf students to access an adequate number of telecommunication devices. To operate an extended year program (10th month) which, helps students in meeting their report card standards. To provide training in job skills and community living skills preparing the students to participate in competitive employment and become productive citizens. Program goals are also designed to provide a full range of educational, instructional and residential programs and services to meet the diverse needs of students with sensory disabilities. These needs are translated into goals and objectives that are developed for all SCSDB students through their Individual Education Programs (IEPs). To develop positive, active parent involvement representative of all sectors of the student population. Within the traditional education services provided by the School for the Deaf, SCSDB (in conjunction with the South Carolina Department of Mental Health) operates a special program for students who are deaf and who have severe behavioral and / or mental health issues. To provide students with highly specialized staff and services beyond the regular school week – basically a seven – day, year round therapeutic program. This change for a 7-day program while, costing some additional dollars, is anticipated to be a great cost saving program for the state by:

- Reducing psychiatric hospitalizations at Hall and Harris Hospitals
- educint the average lengths of stay at Pioneer Ridge from 36 months to 18 months
- Successfully transitioning 10% of the clients back to a less restrictive educational setting
- Reducing the number of incident reports for physical aggression and property damage by 10%.

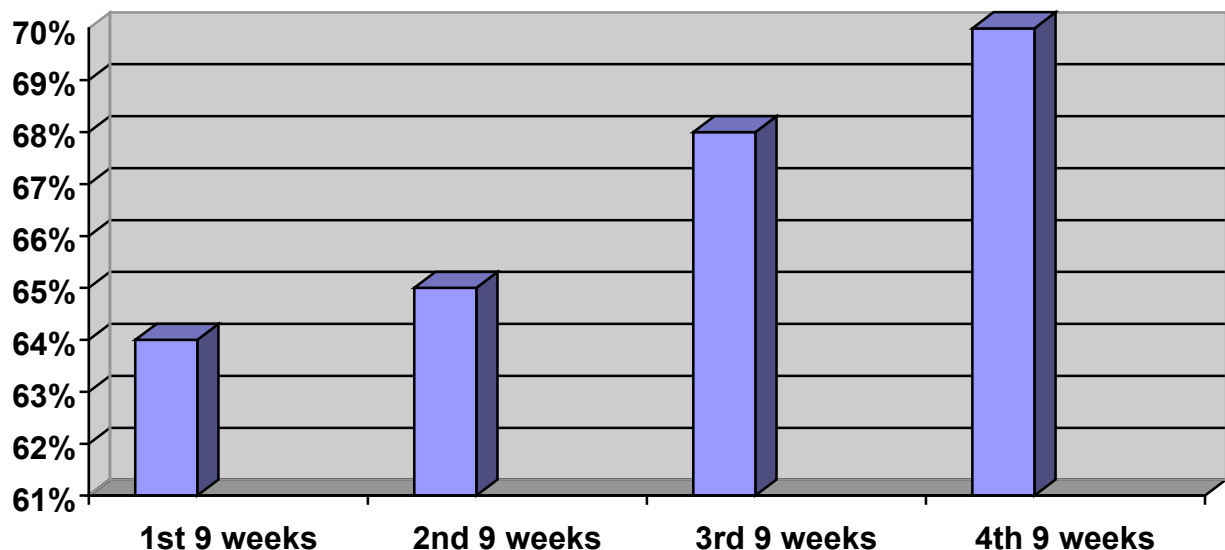
To recruit, train and retain quality staff members for teacher assistant positions – particularly as we seek to help students achieve mastery of their IEP goals and to satisfy EAA (Education Accountability Act) mandates. Teacher assistants, employed in the Deaf School are required to learn complex communication, technological including sign language skills.

Objectives: To develop technology skills to become proficient in the use of computers, network technology, and access technology at home, school and work. To ensure 80% of the student population in the School for the Deaf attains at least 70% of the goals and objectives identified in Individualized Education Programs (IEP). To successfully meet proposed report card standards, reduce drop out rate, reduce summer month regression and decrease behavioral incidences. To support the expansion of the Pioneer Ridge program for full week (including weekend) services. To achieve mastery of both IEP and therapy goals as mandated by state and federal laws.

To reduce our turnover rate by at least 10% during its first two years of implementation by creating a competitive salary schedule and promotional opportunities for these highly skilled staff members.

Key Results: 97% of the 149 students in the School for the Deaf completed at least 70% of their goals in the school year (1999-2000).

School for the Deaf Performance Measure



School for the Blind

Name: School for the Blind

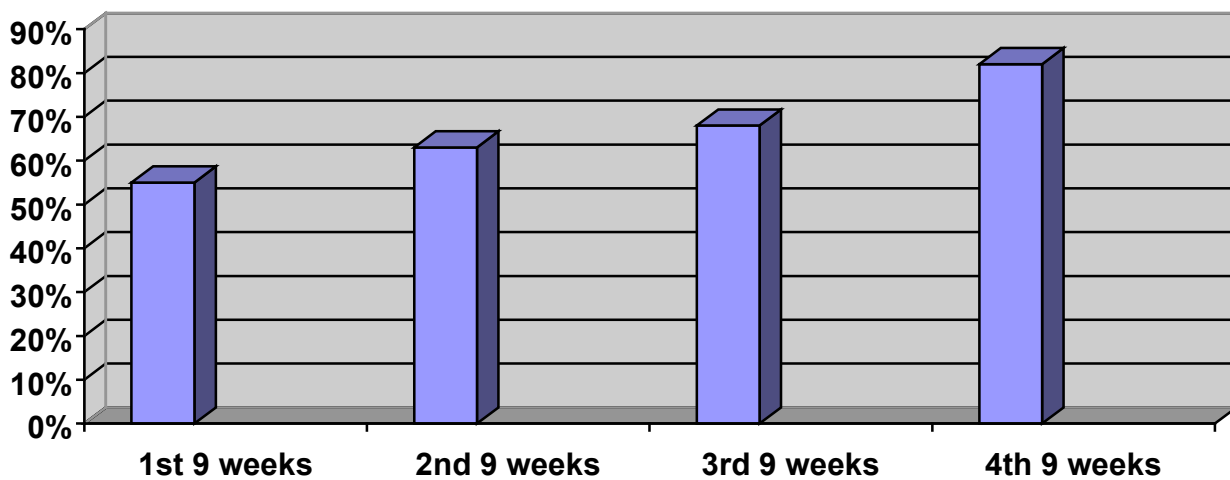
**Cost: State: \$ 391,988
Federal/ Earmarked: \$ 663,076
Total: \$1,055,065
FTE: 25.40**

Goals: For every blind student to develop an independent lifestyle through instruction and training in the following: Self-care, daily living skills, communication, cognitive development, motor development, social emotional development, health, safety and, orientation /mobility. To provide assistive technology to help students meet their IEP goals which is a necessity for blind students to access visually impaired software which can read aloud and Braille printers. To operate an extended year program (10th month) which, helps students in meeting their report card standards. To provide training in job skills and community living skills preparing the students to participate in competitive employment and become productive citizens. To provide a full range of educational, instructional and residential programs and services to meet the diverse needs of students with sensory disabilities. To develop positive, active parent involvement representative of all sectors of the student population. To recruit, train and retain quality staff members for teacher assistant positions – particularly as we seek to help students achieve mastery of their IEP goals and to satisfy EAA (Education Accountability Act) mandates. Teacher assistants, employed in the Blind School are required to learn complex communication, technological including Braille skills.

Objectives: To develop technology skills to become proficient in the use of computers, network technology, and access technology at home, school and work. To ensure 80% of the students enrolled in the School for the Blind attain at least 75% of the goals and objectives identified in Individualized Education Programs (IEP). To successfully meet proposed report card standards, reduce drop out rate, reduce summer month regression and decrease behavioral incidences. To reduce our turnover rate by at least 10% during its first two years of implementation by creating a competitive salary schedule and promotional opportunities for these highly skilled staff members.

Key Results: 93% of the 56 students in the School for the Blind completed their goals in the fourth 9-week reporting period.

School for the Blind Performance Measure



School for Multi-Handicap

Name: School for the Multi-handicap

**Cost: State: \$ 875,743
Federal/Earmarked: \$ 556,920
Total: \$1,432,663
FTE: 44.85**

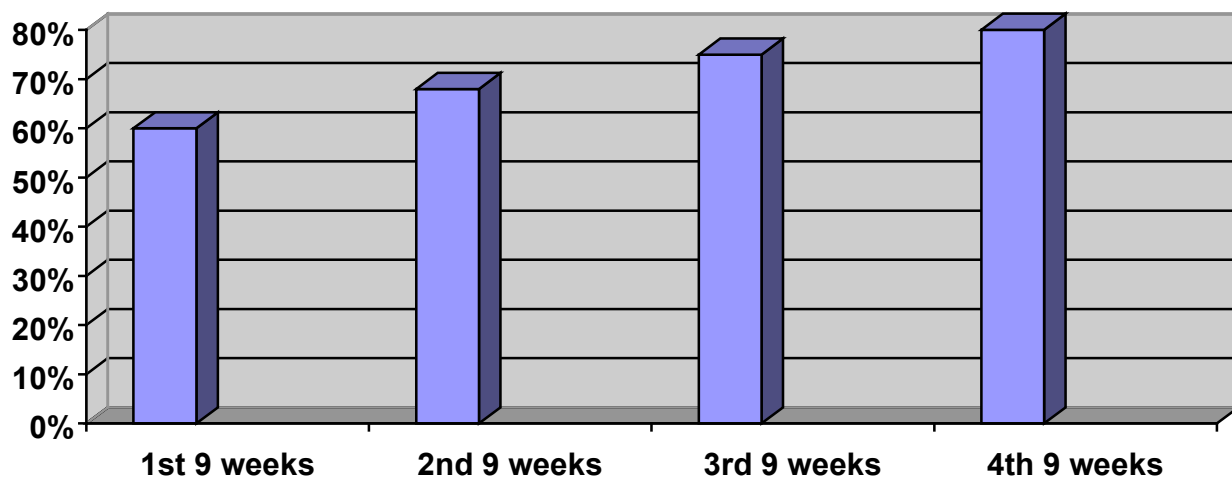
Goals: For every student with multiple disabilities to develop a lifestyle that allows for as much independence as possible, through instruction and training in the following: self-care, activities of daily living, communication, cognitive development, motor development, orientation and mobility, social emotional development, health, and safety. . To provide assistive technology to help students meet their IEP goals this is a necessity for multihandicapped students to access augmentative communication devices. To operate an extended year program (10th month) which, helps students in meeting their report card standards. To provide training in the development of skills that will enable each individual to hold a job and live in the community. We strive to keep abreast of state of the art technological developments, therapeutic techniques, equipment, assessment tools and instructional models. To recruit, train and retain quality staff members for teacher assistant positions – particularly as we seek to help students achieve mastery of their IEP goals and to satisfy EAA (Education Accountability Act) mandates. Teacher assistants, employed in the Multihandicap School are required to learn complex communication, technological and child development skills for their work with students with sensory disabilities.

Objectives: To obtain the level of support necessary for our students to function on a daily basis. To achieve progress on 80% of the IEP goals and/or objectives. To improve the lives of all the students in the School for the Multi-handicap. To successfully meet proposed report card standards, reduce drop out rate, reduce summer month regression and decrease behavioral incidences. To reduce our turnover rate by at least 10% during its first two years of implementation by creating a competitive salary schedule and promotional opportunities for these highly skilled staff members.

Key Results:

The number of students making at least 80% progress on IEP goals/and or objectives.

Multihandicap School IEP Goal Measurement



Division of Residential Life

Name: Residential Education / Department of Athletics

Cost: State: \$ 1,286,741

Federal/ Earmarked: \$ 5,500

Total: \$ 1,292,241

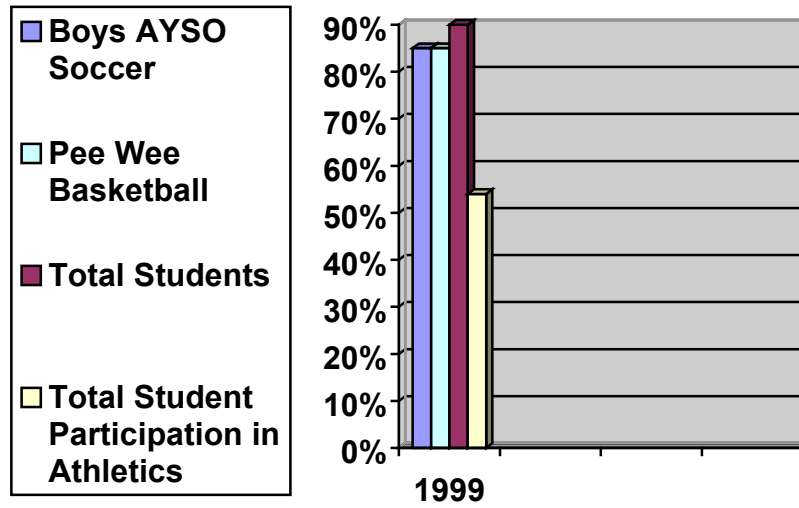
FTE: 62.69

Goals: Design, implement, and evaluate the after-school education system to include transition support, technology assistance, homework, tutorial/ remedial assistance, independent living skills, and cultural and leisure experiences. To provide the students with a structured environment that teaches and reinforces living within a broad continuum of self-sufficiency. To provide a more nurturing home-like environment. To enable all students to pursue this goal of independence and self-sufficiency, easy access to the education and residential centers. To provide a comprehensive athletic program for students ages 9-19. To create and implement a cultural paradigm this focuses on projecting, recognizing, and rewarding positive attitudes and behaviors. To promote appropriate social behaviors, productive use of leisure, independent living, and cognitive development in a safe and secure environment.

Objectives: To provide each student with instructional and technology aided homework assistance. To provide intensive remedial support for students not maintaining “C” or better academic grades. To provide each student with opportunities for participation in a variety of cultural and leisure enrichment experiences. To provide each student with social, behavioral and independent living skills. To encourage parents and children to personalize their “space”. To obtain 85% student participation in at least one of the sports programs. To create adequately trained staff with essential developmental and behavioral skills which will assist in our after school education system.

Key Results: The number of students receiving homework assistance will result in increased academic performance. The number of objectives achieved per student in the tassel curriculum (Independent Living Skills curriculum) will meet or exceed 4 objectives. The number of students completing a season on 1 or more teams in the athletic program will reach our goal of 90%. Currently, we have reached 84% participation in the athletic program.

Athletic Participation



Division of Support & Outreach Services

Program Name: Early Intervention / Postsecondary / Vocational School

**Cost: State: \$2,506,779
Federal/Earmarked: \$2,938,298
Total: \$ 5,445,077
FTE: 116.31**

Department of Outreach Services / Counseling and Assessment

Goals: To serve as a resource for the state in the provision of services specific to the needs of deaf and blind South Carolinians. The school serves the state through a variety of programs that are specific to the unique needs of its sensory disabled citizens. Enabling all South Carolinians to participate fully in available services and activities is vital both legally and morally. Therefore, the school has taken a leadership role in the delivery of many enabling activities on a state-wide basis.

To provide quality ancillary and related services to all students at SCSDB. To work cooperatively and effectively with each school to support the student's full participation in all activities.

To maintain and or the number of infant, linear, toddler and families account throughout the state. To provide Post-secondary students with a variety of vocational training. To gain private industry knowledge to enhance the vocational program. To continue the cooperative programs with Spartanburg technical college that serves deaf, blind, and multihandicapped students from throughout the state in preparation for competitive employment.

Objectives: To increase the number of interpreting hours that are provided to deaf individuals or those providing services to the population. Increase the number of interpreting contracts with various entities who have deaf clients. Increase the number of participants in sign language classes. Provide greater assistance to deaf and blind citizens needing services and provide information for those wishing to serve this population.

To provide more related services to students at SCSDB. Provide a broader range of related services to day and evening programs. Provide more consultative services to staff.

To increase child's readiness for early childhood education and school based programs. To expand the number of training programs available to the students in the Post-secondary Program. To assist the students in obtaining competitive employment in South Carolina. To establish a Business Advisory Board made up of representatives from

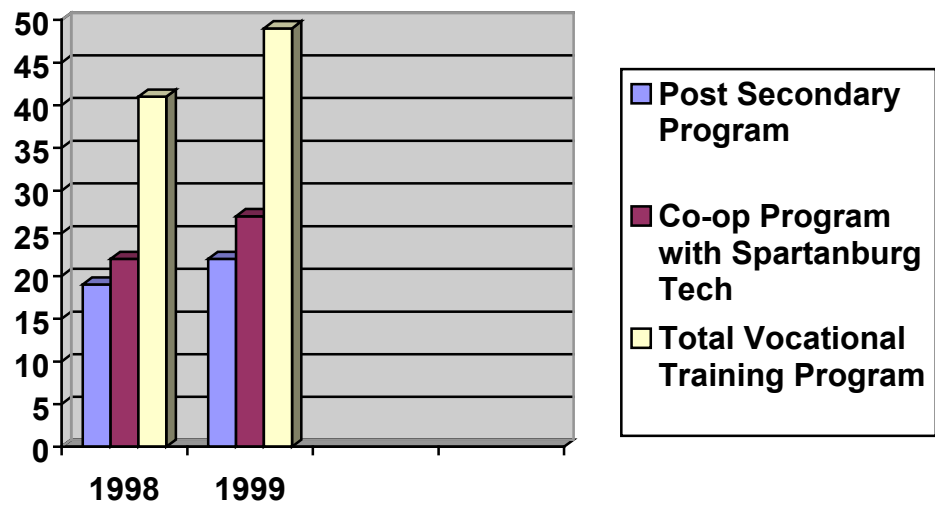
private industry, rehabilitation agencies, and post-secondary programs. To review program activities and make recommendations for program improvement. To increase counseling support for students.

Key Results: The number of interpreting hours increased from 4,885 to 5,767. The number of interpreting contracts increased by 5%. In the 1999 fiscal year, the school had 92 participants in sign language classes. In fiscal year 2000, 193 were served. The number of those who were provided assistance or referral to more appropriate service providers increased by 121. The amount of information requested and disseminated increased by 9%.

PT and OT services have increased by approximately 6% with the addition of early morning therapy (7:30) appointment and consultation by PT and OT in the afternoon programs. Counseling referrals have increased by approximately 10% and an additional DMH counselor was acquired through a cooperative agreement with Spartanburg Mental Health. Two behavior specialist positions were developed for the dorm programs to facilitate coordination of programming and services for the total child. Acquisition of new augmentative communication and ADL equipment has allowed the PT, OT and speech programs to bring a higher level of therapy services directly into the classrooms and to increase the quality of the interventions and therapy provided. Nursing services has increased the ratio of RNs to LPNs to meet the increasing medical needs of our students. The psychologists have worked with the Department of Education to assist in developing standards for evaluating hearing impaired students state wide and have been instrumental in revamping the way we evaluated students on campus. The psychologists and the therapists have significantly increased the number of in-service programs, presentations and staff in relation to their students, student problems, related disabilities such as ADD & ADHD, behavior, and medical conditions. Firmer professional relationships have been built with all levels of staff in the school and dormitory programs through a concerted effort by C & A staff to be user friendly.

The vocational school added two new training programs for students. Massage Therapy was established on the campus in coordination with Spartanburg Technical College. The second program added is in Forklift Operation, which is provided by two staff certified as trainers. A business advisory board was established with broad representation from both private and public sectors. Three new Behavior Management Specialist positions have been added to provide counseling support in the residential program. A counselor from the Department of Mental Health was also added to serve students in the Multi-handicapped School. This was obtained through a contract with their school-based program.

Support & Outreach Training Program



Support Division

Name: Facility Improvement

Cost: State: \$ 3,671,626
Federal/ Earmarked: \$ 1,303,004
Total: \$ 4,974,630
FTE: 94.35

Goals: To ensure that all facilities and properties are safe, accessible, and in a condition that contributes to the welfare, education and development of students with sensory disabilities. To provide developmentally appropriate, ADA compliant, invitational classrooms from Kindergarten through High School. To overhaul the campus infrastructure, roads, parking, pedestrian walkways, vehicle traffic, water, and sewer lines also, some service shop areas of maintenance, laundry, motor pool and, central kitchen. To transition from central boiler system to independent HVAC systems and an emergency power generation system. To allow control of main entrance access without creating traffic hazards while creating a friendly and receptive “front door”. To create elevated climate controlled breezeways and walkways that will connect Herbert Center to the new federally funded (HUD dorm) Hughston Hall which will serve multihandicapped students.

To increase base line safety, improve efficiency, and economy of plant operations, and to decrease incident reports. Base line data was collected by conducting a survey of all buildings to determine the status and condition of safety features including:

Burglar alarm	Fire Alarm Sprinkler	
Smoke Fire Doors	Perimeter Doors	Classroom egress
Fencing	Visual Access	Emergency Procedures
Key System	Lighting	Visitor Pass Procedures
Staff ID's	Security	Signage
First Aid Kits	Storage	Electrical
Mechanical Rooms	Internet Policy	Playgrounds
Bus and Customer Traffic Patterns		

Objectives: Identify resources that would fund the creation of a comprehensive Master Plan for all campus facilities as well as adequate funding to implement the plan. Identify accessibility needs, including lighting, wheelchair/mobility access, communication access, visually-pleasing learning environments, and technology, to meet the requirements of the universal accessibility standards and serve our students with multisensory deficits. To meet safety / ADA codes for the student population through renovation of the mulithandicapped facility.

To meet our prerequired standard for effective implementation of the master plan.

Key Results: A campus master plan was completed during the 1999-2000 fiscal year by McMillan Smith and Partners Architectural firm. The purpose of the plan was to provide a comprehensive assessment of campus facilities with emphasis on safety, accessibility and compliance with the Americans with Disabilities Act. The master plan is now the basis for a structured process of implementing significant improvements to facilities and campus safety as funding becomes available. There were, however, numerous safety and facility projects completed during the year that were funded from various sources (non recurring funds, general operating funds, grants and contracts). These improvements include:

Safety Projects

1. Temporary Welcome Station with Security posted at main entrance 24 hrs. /day.
2. Access road to rear of Herbert Center completed.
3. Photo Identification badge system in place.
4. Vehicle Registration system in place.
5. Guest Registration in each building in place.
6. Installation of new fire alarm system in dormitories completed.
7. Established school speed zone along Hwy. 56 in progress.
8. Acquired School Resource Officer.
9. Courtesy OSHA review completed with recommendations implemented.
10. Emergency Preparedness Plan completed.
11. Video Surveillance system research in progress.
12. Safety Management Plan being initiated.
13. Collaboration with SCDOT on upgrade to signal devices, signage for the blind at campus entrance.
14. Obtained one new school bus and a new activity bus.

Facilities

1. Campus Master Plan completed.
2. New roofs completed for Memminger and Spring Buildings.
3. Roof repair completed for Herbert Center.
4. Gutter replacement and exterior paint completed for Thackston Hall.
5. Roof repair completed for Trades I, Trades II, Robertson and Coleman.
6. Voss air conditioning completed on schedule.
7. Student Activity Center renovation completed.
8. Hughston upgrade to electrical system completed.
9. New Hughston Hall (HUD funded) budget development and environmental review completed.

10. **Walker Hall Renovation Design Phase continues to progress with architects, State Engineer's Office, SC Dept. of Archives and History and other respective parties.**

South Carolina School for the Deaf and the Blind Electrical Efficiency

State Agency	Square Feet	kbtu/sf	\$/sf
South Carolina School for the Deaf and Blind	473,799	45	\$0.66

Finance Division

Name: Finance

Cost: State: \$ 282,496

Federal:

Earmarked:

Total: \$282,496

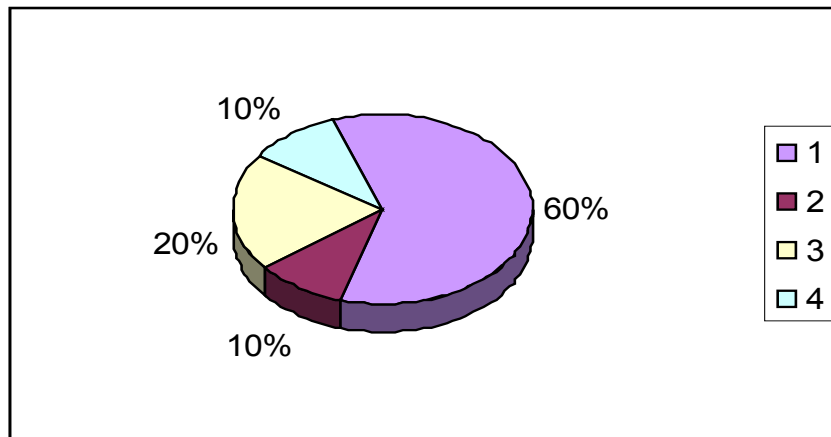
FTE: 8

Goals: To support SCSDb by providing leadership, professional services and financial accountability. To provide and maintain accounting and financial reporting system that is responsive to the needs of SCSDb. To implement a budget review system to provide divisional input into the current year's budget plan. To implement a response system of financial status by divisional / school to provide each with its fiscal status according to budget. To continue to maintain our current financial status after the effects of the TERI program. To enhance our ability to maintain our contracted services such as food service, utilities, and security. To obtain a financial reporting package capable of reporting all information maintained on one system.

Objectives: Meet the internal and external financial reporting requirements within the time frames set by state/ federal regulations, generally accepted accounting principles with 100% efficiency and accuracy rates. To optimize the use of financial resources and provide an opportunity to adjust school priorities if necessary. Financial information will be updated daily to enhance management decision-making. To have the ability to fund our retiree payout with minimal financial effects. To continue to provide our students with the same quality environment by maintaining our contracted services. To benefit our agency by having complete information reported on a timely basis to avoid prior year overextended budgets.

Key Results: We have implemented a participatory budget process to maximize divisional/departmental participation. Responsible for providing timely/ efficient information and administrative support to agency programs.
1) Process complete, 2) To be completed 3) Staff "How To" training, 4) Sabar Information needed.

Participatory Budget Process



Human Resource Division

Name: Human Resources

Goals: To develop and implement comprehensive human resource programs in the areas of recruitment and retention, professional development and training, as well as policies, practices and systems to support the diverse work units within the agency. To provide approximately, 80% of our instructional staff, teachers, teacher-assistants, principals, asst. principal with continued training in the areas of best practices and standard based intuition, technology, and curriculum. To provide the residential staff needs on continuos training in the areas of behavior management, childhood development, independent living skill development.

Objectives: Develop an agency personnel policy manual and employee manual with written policies and procedures to ensure the consistent and effective use across program areas and divisional work units. To develop and provide an employee training program to increase awareness, consistency and provide technical assistance to managers and employees in the administration of agency personnel policies and procedures. To enhance current recruitment and retention strategies to increase the agency's ability to compete in a tight labor market as well as attract and retain a qualified work force with the skills necessary to help the agency achieve it's mission. To ensure all staff directly or indirectly involved with our student population must be trained yearly in the area of first aid, CPR, exposure control and sign language. In addition, providing this training for our staff will help to ensure academic excellence and a safe and secure environment for our students.

Key Results: The Human Resources Division is working in coordination with an external consultant to develop a new policy manual to legally and effectively communicate agency personnel policies and procedures. The agency employed an assistant to the HR Manager to assist in the development of a training program for supervisors and future supervisors to improve organizational effectiveness among the agency's employees. The agency is in the process of securing a contract with a temporary service agency that will provide qualified substitute teachers to meet the needs of our diverse education programs. The agency is working with state officials to conduct studies to identify and develop a creative compensation program and career path for paraprofessional staff in the education and interpreting areas. The agency gained access to the State Human Resources Information System to increase efficiency in processing

employee transactions and to gain access to statewide compensation statistics and tracking capabilities for employee records.

Note: The agency is developing performance measures and adequate systems to track the timely completion of annual performance appraisals, length of time to fill vacant positions, grievance statistics, and employee training and professional development achievements.

Public Information Office

The Public Information Office continued to provide publication, media relations, and special event support for every division in the agency during the 1999-2000 fiscal year. The office also continued to respond to a large number of outside requests for information, guest speakers, and visits to the school. In addition, the Public Information Office took the lead, under the direction of the agency President, in the development of the State Budget Request and needed support materials.

In response to parent requests, increased emphasis was placed on communication with the parents of SCSDB students during the 1999-2000 year. The *Parent Press* was reassigned to the Public Information staff, which, in turn, redesigned the publication according to parent recommendations for content and graphics. The publication was produced in print and on audio tape. Late in the year, the revised *Parent Press* was presented an Award of Excellence by the South Carolina Chapter of the National School Public Relations Association. In addition, the Public Information Office worked to recognize the many accomplishments of students – both through the *Parent Press* and increased emphasis on mass media coverage of student achievements.

Upon the recommendation of parents, a Parent Directory was also developed. The directory contained the names of SCSDB parents, their addresses, phone numbers, and e-mail information (published only with parent approval). The directory also included a list of SCSDB employees parents might wish to contact.

During the 1999-2000 fiscal year, increased emphasis was placed on the development of both internal and external relationships. A monthly *President's Newsletter* was produced for SCSDB families, employees, board members, alumni, major contributors, and friends of the agency. The publication was designed to follow the simple, easy-to-read style of similar publications produced by Clemson University and South Carolina ETV. Produced in both print and on audio tape, the publication was well received by its audiences. The agency President received many notes and words of appreciation for the publication.

As the agency sought to improve external communications, the Public Information Director worked with the Assistant Human Resources Manager to co-chair a strategic planning task force designed to enhance relationships with SCSDB

families and outside agencies. The task force included representation by parents of SCSDb students, state and community agency leaders, and a wide variety of SCSDb employees. The task force meetings were well attended and resulted in the exploration of best practices throughout the country as well as the SCSDb community's best thinking. The strategies established through the task force will be implemented over the next few years.

The Strategic Planning Team identified the need to increase ongoing communication with key audiences who could, in turn, contribute to improved student outcomes. Among others identified, key audiences for increased communication included parents of SCSDb students and clients, staff members at other agencies that serve SCSDb students and outreach clients, the statewide medical community, special education personnel in local school districts, parents of non-SCSDb students, SCSDb employees, and South Carolina and United State legislators. Many of these key audiences can best be reached through brochures, newsletters, and informational booklets. To address this ongoing need for print media, updated equipment is needed in the Campus Printing Center, which strives to produce printed materials as efficiently and as cost effectively as possible. In addition, updated audio tape duplication equipment is needed to make materials accessible to individuals who are blind or who have limited reading ability. The need for updated printing and tape duplication equipment is addressed in the 2001-2002 Budget Request for the second year.

The Public Information Office continued to improve the agency Web Site during the 1999-2000 year. A task force identified the following goals for the Web Site: 1. to complete several content areas; 2. to develop links with other key sites and search engines; 3. to add athletics, continuing education, and special events sections; 4. to develop a system to allow for quick, regular updating of the site. Even though all of the goals were not met by the end of the fiscal year, the SCSDb Web Site was recognized with an Award of Excellence by the South Carolina Chapter of the National School Public Relations Association. The Public Information Office will continue to work collaboratively with the Information Technology Department in the coming year to meet goals established during the 1999-2000 year.

During the 1999-2000 fiscal year, the agency continued to celebrate its 150th Anniversary, and the Public Information Office provided support for a wide variety

of alumni activities. The Public Information Office also produced an extensive agency history book, which will be published in late 2000.

At SCSDB, the Campus Printing Center works under the direction of the Public Information Office. During 1999-2000, the Campus Printing Center staff worked with the Public Information Office staff to redesign the agency logo and graphic look of agency publications. In addition to responding to campus printing requests, the Printing Center focused on increased efficiency and safety. Position descriptions were rewritten and two pieces of used equipment were purchased to increase efficiency and reduce turnaround times. A requested safety survey revealed the need for a variety of safety devices that were purchased and put in place. The need for equipment with up-to-date safety devices was also noted. With safe, up-to-date equipment, the Campus Printing Center could once again become a strong training program for SCSDB students (as noted in the 2001-2002 Agency Budget Request).

1999 – 2000 Accomplishments

School for the Blind

- 1. Named national winner of Braille Readers are Leaders Competition sponsored by the National Federation of the Blind.**
- 2. Held Musical Festival 2000 with 85 students from seven schools.**
- 3. Teacher Lee Speer was published in *Review* professional journal and recognized by Council of Schools for the Blind for his efforts.**
- 4. Successfully advocated to have vision teacher training program at USC moved to USCS with Dr. Breitweiser's leadership.**
- 5. Held three summer programs, two for teachers and one for students.**
- 6. Painted back and front hall in high contrast colors for low vision students.**
- 7. Held "Proud To Be Me" Week.**
- 8. Participated in Research for Orientation and Mobility with SC State University.**
- 9. Brought Pegasus Solar Car Demo to campus.**
- 10. Set up cooperative arrangement with Upstate Hub for Educational Enrichment.**
- 11. AR Reader program agreed to begin making software accessible for blind nationally at Principal Lin Mackechnie's recommendation.**
- 12. Increased Mentors Program.**
- 13. Started Behavior Specialist Program.**
- 14. Five students attended week-long Space Camp for the Visually Impaired in Huntsville, Alabama.**
- 15. Several students visited Myrtle Beach and felt the ocean for the first time during the Junior-Senior trip.**
- 16. 100 percent of seniors held jobs off campus.**
- 17. Took leadership role in piloting a Parent Information Phone Line for consideration by all SC SDB K-12 educational divisions and after-school program.**
- 18. Held parent workshop on transition at Open house.**
- 19. Conducted parent workshop on Orientation and Mobility at White Cane Day.**
- 20. Hosted parent luncheons six times during the year.**
- 21. Improved written communication with parents including monthly School for the Blind newsletter, daily notes home with elementary and preschool day students, and weekly notes home and work samples with residential students.**
- 22. Improved the quality of progress reports and added a traditional style report card for elementary students.**
- 23. Used stickers and notes for good work daily as needed.**
- 24. Improved IEP content for the spring IEPs.**
- 25. Established quality circles of parents, students and teachers.**
- 26. Hosted Sensory Safari visits to campus by three outside groups.**
- 27. Performed song for Palmetto Cabinet followed by School for the Blind tour.**
- 28. Set up outreach pilot project for shared teacher of the Visually Impaired with other schools.**

29. Started discussion group for teachers on Seven Habits of Effective People.
30. Participated in Action Teams and Strategic Planning Committees.

School for the Blind Outreach

1. Provided over 10,000 hours of instruction to students who are blind and visually impaired on campus and in 47 public school districts in South Carolina. Served more than 175 students in public schools and more than 40 on campus.
2. Piloted Teacher of the Visually Impaired in three districts near Columbia. The three districts shared the total cost of salary, benefits, mileage, etc.
3. Surveys received from off campus customers (64% or 30 of 47) were overwhelmingly positive with comments such as:
 - The SC School for the Blind has always been helpful and cooperative working with our district.
 - The administration is always accessible and easy to work with.
 - Excellent...staff most cooperative.
 - These services have been invaluable since we are a small district with low incidence.
 - Services have been rendered in a timely and professional manner. The personnel have been great to work with.
 - Excellent! We have never had a better specialist. The services this year have been superb.

Can we please have a repeat performance next year?
4. Renee Snipes was voted SC Professional of the Year by the SC Chapter of AER in October 1999 Chuck Klocko was voted Employee of the Month for March 2000

School for the Deaf

1. Nationally recognized author and deaf leader Sharon K. Wood presented "Dorothy, You are Home" during International Deaf Awareness Week, Sept. 19-25.
2. School for the Deaf dance students were featured on the cover of the national Endeavor Magazine with former Miss America Heather Whitestone McCallum after an event sponsored by the Walker Foundation.
3. Deaf Academic Team took third place honors in the regional academic bowl at the Florida School for the Deaf in St. Augustine, Fla.
4. Cheerleaders signed the National Anthem at Carolina Panthers Game during Deaf Awareness Week in September.
5. Two students won the district level Optimist Competition for the Upstate area. They will compete at the State Level on June 10th.
6. Three student winners placed at the Sertoma Science Fair for Spartanburg County held at USC-S.

7. Five high school students selected to participate in the Close-Up Program in Washington, DC.
8. Three seniors received their state high school diploma (30%).
9. Successfully completed the ADEPT training for all teachers in the School for the Deaf... including induction, TEAM, and GBE.
10. Implemented a school uniform program in the elementary school that has proved to be very successful. To be continued next school term.

School for the Multihandicapped

1. Augumentative Communication Team held an open house and inservices/training.
2. Provided ADEPT (Assisting, Developing, Evaluating, Professional Teachers), computer, autism and IDEA training.
3. Participated in School Improvement Council and Quality Improvement Council
4. Assisted with Master Safety Study.
5. Involvement in Special Schools Consortium, District Strategic Planning/Action Teams, Deaf Blind Committee, Transition Planning.
6. Student activities included: Roving Library, Story Caravan, Special Olympics, Disabled Athletes' Competitions, Terrific Kid Awards, Student of the Month Recognition, School Pictures, Yearbook, Homecoming, POHI Day, Black History Jamboree, International Festival, Very Special Arts (Vision, Strength, Expression) American Girls Fashion Show, Brite Lite Performances, Manual Transmission Performances, Perpetual Motion Concert, Community Field Trips, "Moonlight and Roses" Prom, Boccia, African Safari, Polar Express, Pennies for Kenya, Mountain View Nursing Home visits, Iditerod Sled Dogs visit, Little Theater, Lions Christmas Party, Food Service Committee, Up, Up and Away, Awards Ceremony, Science Fair, Foundation Birthday, among others.
7. Tippers Talent Show raised more than \$800 for the School for the Multihandicapped and provided fun activity for students to enjoy.
8. Staff and students participated in relationship-building opportunities including the Access Road Dedication, tours for state leaders, community organizations, and Legislator Appreciation Days in Columbia.
9. Personal Development Plans (PDPs) completed for residential life students.
10. Functional Life Planning Meeting held regarding transition.
11. IEP, ESY team meetings held.
12. Supervised practicum students and student teachers from area colleges.
13. Conducted Electronic Portfolio Training.
14. Hosted Maintenance Appreciation Coffee Break.
15. Participated in EAA Committee.
16. Enjoyed Staff Appreciation Drop-In sponsored by parents.
17. Planned for Deaf-Blind transition.
18. Assisted with Mason-Dixon Tournament.

Residential Life

1. Residential Life functioned as a division for the first year.
2. Established the framework for a 24-hour education program model.
3. Established a separate dormitory for deaf students at Herbert Center.
4. Developed and implemented the Personal Development Plan for students at Herbert Center as part of Residential Education.
5. Established a monthly recognition program for students.
6. Established an Awards Program (Mayfest) for students and staff at Herbert Center.
7. Established Homework Skills Class and Mandatory Study Hall for middle and high school students.
8. Spartanburg High School Anchor Club continued to tutor blind students in the Smart Center.
9. Developed community service programs, i.e. Mountainview Nursing Home, Downtown Rescue Mission, Animal Shelter.
10. Collaborated with YMCA Black Achievers program.
11. Established Residential Teachers as liaisons with education staff.
12. Established relationships with Spartanburg County Public Library through their Reading Club; also established relationships with the Spartanburg Reading and Garden Clubs.
13. Improved communication with parents.
14. Developed activity planning procedures and implemented the Residential Life Calendar as a planning and communication tool for staff and parents.
15. Career ladder established to allow employees to be promoted within the department.
16. Increased staff training.
17. Empowered staff to make decisions that affect their working areas.
18. Proposed that the switchboard be manned until 9:00 p.m. This was implemented.

Athletics

1. SCSDB athletes were recognized for numerous accomplishments:

Football	Anthony Murphy James Kanott	Silent News selected these as 1999 Deaf Football All- American Team
Basketball	Boys Team James Kanott Latasha Walker	Won Mason-Dixon Tournament M-D All Tournament Team Area Player of Week All Region Team M-D All Tournament Team

Cheerleading	Team	Won Mason-Dixon Tournament
Track	Girls	Placed 2nd @ Kentucky School for the Deaf Invitational (with only 7 girls)
	Boys	Placed 4th @ Kentucky School for the Deaf Invitational
	Franklin Jones	Selected by Herald Journal: All Area Track Athlete of Year Won State Championship in 400 Hurdles with his new record of 58.06 seconds
Special Olympics	Boys/Girls	Placed 3rd in Region Meet 4/26
	Team	Volleyball - 2nd place in Greenville
		Basketball - 1st place in Charleston
VIP (Boccia)	Team	Staff vs. Student Challenge: Students(22) Staff(16)
Goalball	Boys/Girls	3rd place in Columbia 2nd place in Florida

2. At the Atlanta Southeast Regional Victory Games:

- Clif Bolick received second place for discus and three fourth place awards.
- Jeffery Hutto won four first places in discus, long jump, shot and 100 meter.
- Scott Alexander won four first places in high toss, precision, soft discus and soft shot.
- Kenny Wilson received four first place awards in high toss, precision, soft discus and soft shot.
- Anthony Mays was awarded four first places in club, discus, shot and 100m.
- Chris Pickard won four first places in club, discus, shot, 60m weave and received a third place for 60m.
- Neal Deese placed first in discus, long jump, softball, 60m, 100m and placed second in club.
- Ervin Livingston placed first in club, discus, shot and slalom.
 - Chris Fowler received second place honors for long jump and third place honors for club, discus, shot and 100 m.
- Nick Thrash won first place in club, discus, shot and 100 m.
- Eric Johnson placed first in long jump, softball, 60m and 100 m.

**Total: Gold - 38
Silver - 2
Bronze - 5**

Support Services and Outreach Division

Counseling and Assessment Department

1. Collaborated with Spartanburg Mental Health for a School Based Mental Health counselor for the Blind and Multihandicapped Schools.
2. Established Intern Training Program for psychology, physical therapy and occupational therapy with multiple universities.
3. Collaborated with multiple state agencies on the newborn hearing-screening project.
4. Obtained pharmacy consultant services for the nursing staff
5. Conducted community-screening programs for hearing (audiology) and speech.
6. Achieved excellent results on Medicaid Audits.
7. Provided neurodevelopmental training for Physical Therapy Staff.

Media and Library Services

1. Students passed 2,330 Accelerated Reader tests.
2. 4,824 books were checked-out by students, staff, and parents.
3. 763 captioned videos were distributed through the Captioned Media Program.
4. 1,938 new books were added to the collection.
5. Galena Gaw presented at the South Carolina Association of School Librarians annual convention. Her presentation was "Ideas for Developing Equal Access for All".
6. The Cleveland Learning Resource Center received a \$15,000 grant from the R.R. Donnelley and Company for large print books.
7. Jack Todd coordinated work to submit the winning bid for SCSDB to host the Pan American Games for the Blind.

Outreach Services Department

1. Conducted Insite and SKI-HI training for contract parent advisors.
2. Conducted VIISA training for Early Intervention Staff in conjunction with the Department of Education.
3. Increased the number of statewide interpreting contracts by 10 percent.
4. Received high marks/results on audits (Medicaid) conducted by the Department of Health and Human Services.
5. Received very positive feedback from DHEC/Babynet as a result of their Federal Compliance Review.
6. Participated in Strategic Planning Conference for the State Interagency Coordinating Council.
7. Established Video Conferencing capability in DOS Columbia and DOS Charleston.
8. Established Computer Network Capability with SCSDB's Campus Local Area Network.
9. Participated in South Carolina's Federal Compliances Requirement with guidelines set forth by the office of Special Education Programs (OSEP).

Pioneer Ridge

1. Pioneer Ridge was moved under the auspices of the Division of Outreach and Support Services.
2. Formal collaboration between SCSDB and the SCDMH was established with the hiring of Sue Leatherman-Sommers, Ph.D., as statewide Director of Mental Health Services to Deaf and Hard of Hearing Children.
3. Established a solid working relationship with Chuck Brewer, M.D., a local psychiatrist for consultation.
4. Held first staff retreat in five years to address program vision and long-term planning needs.
5. Continued to successfully facilitate the return of students to a less restrictive environment (e.g. School for the Deaf classes/dorm).
6. Both the Moderate Management Group Home and the Clinical Day Program received favorable reviews during their respective audits.

Vocational and Postsecondary Education

1. Vocational students won a blue ribbon in the Agricultural Exhibits competition at the Piedmont Interstate Fair of Spartanburg for the second consecutive year.
2. Increased number of computers so that every classroom teacher and staff member (20) now has own desktop Pentium computer.
3. Served 33 students across entire campus through Student Work Program. (Since 1997, 11 different departments have supported the Student Work Program.)
4. Served 25 students through off-campus (JTPA) program. (Since 1997, 42 different Spartanburg County employees have provided work experience for juniors and seniors.)
5. Began Occupational Diploma Program in Fall, 1999, with the support of Schools for the Deaf, Blind, Multihandicapped and the Residential Life program. Identified approximately 20 freshman as prospective recipients.
6. Developed Power Point Presentation on the SCSDB Occupational Diploma, and presented this year at the Tennessee School for the Deaf (Knoxville), the South Carolina Division of Career Development and Transition Conference (Columbia), the VR Counselors annual conference at SCSDB and the Annual Business and Education Summit in Columbia this summer.
7. Represented on State Education Superintendent Inez Tenenbaum's Committee on the Development of an Alternative Diploma Program in S.C.
8. Cooperative Program for the Deaf and Blind with Spartanburg Technical College earned recognition as a "national model program" through the National Transition Alliance for youth with disabilities, based at the University of Illinois, and cited on the web site (www.dssc.org.nta/html/index-2.htm)
9. Expanded Industrial Skills Development Center contracts to include major Dare Foods contract; also, purchased new forklift truck for ISDC.

10. Expanded classroom instruction in Information Systems Technology in adult program serving blind students to include Word processing, Excel, Access, Web site Development, Power Point, and Desktop Publishing.
11. First totally blind student (adult) employed as a customer service agent with a call center (MCI- WorldCom) in Greenville.
12. Developed career portfolios for all deaf and blind seniors.

Administration and Physical Support Division

Facilities

1. New roofs completed for Memminger and Spring Buildings.
2. Roof repairs completed for Trades I, Trades II, Robertson and Coleman.
3. Roof repair scheduled for Herbert Center.
4. Gutter replacement and exterior paint scheduled for Thackston Hall.
5. Voss Air Conditioning completed on schedule.
6. Student Activity Center renovation completed.
7. Hughston upgrade to electrical system completed.
8. Garage for President's Residence design in progress.
9. New Hughston Hall (HUD funded) Budget development and environmental review in progress.
10. Campus Master Plan on schedule for presenting preliminary report end of May.
11. Walker Hall Renovation Design Phase continues to progress with architects, State Engineer's Office, SC Dept. of Archives and History and other respective parties.

Safety Projects

1. Access Road to rear of Herbert Center completed.
2. Photo Identification Badge system in place.
3. Vehicle Registration system in place.
4. Guest Registration in each building in place.
5. Installation of new fire alarm system in dormitories on schedule.
6. Establishing school speed zone along Hwy. 56 in progress.
7. Acquiring additional School Resource Officers in progress.
8. Courtesy OSHA review completed with recommendations implemented.
9. Emergency Preparedness Plan updates in progress.
10. Video Surveillance system research in progress.

Information Technology

1. Primary emphasis placed on meeting Education Accountability Act needs.
2. A toll-free SCSDB campus telephone number was established.
3. Switchboard hours extended to make it more convenient for parents to contact their residential children after normal business hours.

Staff

1. John O'Brien elected vice chairman of the SC Association of State Planning and Construction Officials.

Presidents Office

1. President Sheila S. Breitweiser, Ed. D. , Millie Colson and Glendia Boone of the Outreach Division were co-recipients of the SC Association of the Deaf's (SCAD) Golden Hands Award for demonstrating exemplary service efforts to better the lives of South Carolinians who are deaf.
2. Students from all three K-12 educational divisions invited to perform or be recognized in the State Legislature.

Vice President

1. Expanded School Improvement Council.
2. School Improvement Council worked to improve school/parent communication with emphasis on three areas: SCSDb Forms, After-School Activities for Day Students and Safe Environment.
3. Implemented schoolwide Quality Councils.
4. Implemented "Feather In Your Cap" Awards for parents who demonstrate extraordinary dedication and commitment to supporting SCSDb's mission. Recipients included James Abbott, Cyndi Wilson, Trudy Watson and Michael Simons.
5. Initiated Invitational Schools Program.
6. Developed agency-wide Educational Accountability Committee to include staff and parents. All goals for the year met.
7. Will offer six Summer Programs on campus (June -July 2000)
8. Coordinated the development of 3-5 Year Strategic Plan.

Public Information Office/Campus Printing Center

1. Redesigned *Parent Press* utilizing parent suggestions. Later in the year, the revised *Parent Press* received an Award of Excellence from the South Carolina Chapter of the National School Public Relations Association.
2. The joint efforts of the President's Office, Information Technology Department and Volunteer Services were recognized for Excellence in Web Site Development by the South Carolina Chapter of the National School Public Relations Association.
3. A new logo design was implemented for business cards, letterhead and envelopes.

4. K-12 students from all three educational divisions competed in an art competition that resulted in the publication of seven greeting cards, which were shared with legislators, donors and special guests to SCsDB.
5. The SCsDB History Book was completed and will be printed over the summer.
6. The Campus Printing Center printed Thanksgiving Cards for Senator Fritz Hollings.
7. More color work was produced in the Campus Printing Center than ever before.
8. Used equipment was obtained to make the Campus Printing Center more efficient.
9. Campus Printing Center profits for non-SCsDB work increased significantly.
10. Turnaround time for Campus Printing Center orders decreased substantially.

Department of Sign Language Communication

1. Completed Sign Communication Proficiency Interview Training in August 1999. The training was conducted by Drs. Bill Newell and Frank Caccamise from the National Technical Institute for the Deaf. Six new SCPI team members were added: Alexis Brown, Frances Brown, Sonja Conyers, Jubby Rabi, Becky Smith and Christy Wagner.
2. Sign Language Communication Philosophy & Policy went into effect July 1, 1999 (approved by the SCsDB Board of Commissioners on May 11, 1999).
3. Sign Language Training Opportunities included:
Fall Quarter: 11 Sign Language Classes Offered, 135 individuals served (including employees, volunteers, parents, etc.) Winter Quarter: 11 Sign Language Classes offered, 134 individuals served (including employees, volunteers, parents, etc.) Spring Quarter: 9 Sign Language Classes Offered, 89 individuals served (including employees, volunteers, parents, etc.) Total for Academic Year 1999 - 2000: 31 Classes offered, 258 individuals served.
4. A total of 28 Sign Communication Proficiency Interviews (SCPIs) were conducted during Academic Year 1999 - 2000.
5. Department expanded to include a new position — Statewide Sign Language Coordinator. This position will be responsible for setting up sign language classes throughout the state.

SCsDB Board of Commissioners

1. Two new board members were appointed by Governor Hodges. Phyllis H. Alexander of Pauline became the first board member to represent individuals who are disabled. Mrs. Alexander is the mother of Scott Alexander, a student in the School for the Multihandicapped.
2. Steven R. Ross, M.D. of Florence was named to represent the Sixth Congressional District on the SCsDB Board. His son, Matthew, is a former student of the School for the Multihandicapped.

3. **Wallace B. Dalton was presented an honorary doctorate by Belmont Abbey College.**
4. **Board Vice Chairman Donald C. Capps was selected as the Colonel's Way Award state winner in the community service category sponsored by Kentucky Fried Chicken.**

The Walker Foundation

1. **The Walker Foundation presented the American Girls Fashion show for the third consecutive year with a unique new theme — “Dancing Through Time.” The show has raised approximately \$300,000 for new playground equipment, a new Student Activity Center and other projects at SCsDB.**
2. **Sponsored successful Parent Auction at Homecoming.**
3. **The Cedar Spring Grant Program was established.**
4. **Received Sisters of Mercy Grant to purchase therapeutic devices and assistive technology equipment.**
5. **To hold Treasure Market Sale to support student activities.**
6. **Hosted visit from Miss South Carolina Contestants and Palmetto Council.**

Fact Sheet

History

Founded in 1849 by a local minister, Reverend Newton Pinckney Walker

Began with an enrollment of five deaf students

Identified as the tenth U.S. residential school for children with sensory disabilities

Known for 150 years of service to deaf and blind individuals in South Carolina

Governance

Governed by an all-volunteer Board of Commissioners appointed by the Governor of South Carolina

Board includes representatives of each of the state's six Congressional districts, the deaf community, the blind community, the sensory multidisabled community and the state at large

Ex officio Board members include the State Superintendent of Education, the Commissioner of the Department of Health and Environmental Control and a representative of the Governor's office

Facilities

Located on the original founding site in Spartanburg County

Based on a campus of 160 acres with 38 buildings

Known for Walker Hall, its signature building, which was placed on the national historic registry in 1977 and is being studied for major renovation and repair work

Shared with outside groups for community educational, social and athletic activities

Identified as the cultural, athletic and educational center for South Carolina's deaf and blind communities, including serving as the home of the South Carolina Museum of the Deaf and the future home of the State Museum for the Blind

Home to a myriad of educational and administrative programs

Operational center for statewide services to citizens of all ages with sensory disabilities

Staff

388 full-time staff members

Professional leaders, who speak at conferences, teach classes and publish in educational journals

19.84% of the faculty and staff have advanced degrees in their fields, at the master's or doctorate level

Students and Clients

Offering services statewide to deaf, hard-of-hearing, blind and visually impaired individuals of all ages, their families and professionals who work with them

450 students from throughout the state served on the Spartanburg campus—preschool through post-secondary

Six buses transport day students Monday - Friday within the upstate. Dormitory students are bused home on Fridays and are returned on Sunday evening. Weekly routes include Myrtle Beach, Georgetown, Charleston, Beaufort and points between.

Increasingly complex student population, with 100 students on campus using wheelchairs or other orthopedic devices for travel and 160 students on campus with identified chronic health problems, including seizures and Attention Deficit Disorder

65 percent of students are Medicaid eligible

Nearly 700 additional preschool children and their families served through Early Intervention Programs from the six regional SCSDB Resource Centers located throughout the state

More than 160 blind and visually impaired individuals across the state served by SCSDB Orientation & Mobility specialists

Statewide outreach services include interpreting, early intervention, Braille and sign language instruction, Brailleing ,large print, audio logical and low vision assessments, among many others

9,000 contacts made annually with students, clients, families and professionals

Programs

Provides services on the Spartanburg campus and at five other regional resource centers in Columbia, Charleston, Conway, Florence and Rock Hill

Hub of services in South Carolina for professionals and families in the field of sensory disabilities, including Brailleing services, Braille classes and sign language classes

Mainstreaming program with local public school districts allows students to benefit from specialized services and resources at SCSDB while taking some courses in the public schools

Recognized for its innovative services, such as summer leadership and arts camps for South Carolina students with sensory disabilities including public school students

Provides services to post-secondary students, through collaboration with the South Carolina Department of Vocational Rehabilitation, South Carolina Commission for the Blind, Spartanburg Technical College and local businesses

Funding

80 percent of \$19.2 million budget provided by the State of South Carolina with the remainder provided through private contributions, federal grants and fees charged for many services

www.scsdb.k12.sc.us

